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ABSTRACT

The teachers' stories in this book present ways of assessing children and curriculum that are embedded in everyday classroom life. Assessment here refers to teachers' informal ways of observing and documenting development and learning. Seven chapters include: (1) "Framing the Ways" (Celia Genishi), about the importance of story for conveying aspects of everyday experience in early childhood classrooms and the broad historical and educational contexts framing the stories; (2) "Learning To See the Learning of Preschool Children" (Jan Waters and others), about emotional safety, a curriculum emerging in response to individual children, and communication among children, teachers, and parents; (3) "Linking Curriculum and Assessment in Preschool and Kindergarten" (Martha Foote and others), on the inseparability of curriculum and assessment; (4) "A Social Perspective on Informal Assessment: Voices, Texts, Pictures, and Play from a First Grade" (Sarah Merritt and Anne Haas Dyson); (5) "Learning with, about, and from Children: Life in a Bilingual Second Grade" (Julia Fournier and others), on everyone-as-learner; (6) "Informal Assessment in Second Grade: A Foxfire Story" (Janet Mobley and Sharon Teets), about student-centered practice and older students; and (7) "Looking Forward: Toward Stories of Theory and Practice" (Celia Genishi). Each chapter includes references. (TJQ)

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